

**Overall Organization of Unit  
UNIT COVER PAGE**

**Unit Title:** The American Musical

**Grade Level:** 7<sup>th</sup>

**Subject/Topic Area(s):** General Music

**Designed By:** Erin C. Layton, Georgia State University

**Unit Duration:** Approximately nine weeks with additional extension activities

**Brief Summary of Unit (Including curricular context and unit goals):**

This educational unit focuses on learning about and creating a one act musical. It is intended for use with 7<sup>th</sup> grade general music students. The focus is for students to experience writing, creating, and performing a one act musical while at the same time learning about the history of American popular music and journaling about the creative process. This unit is intended for use with a nine week long general music class, but can be easily adapted for longer courses and different grade levels. The nine weeks are broken up into three sections: Discovering the American Musical, Creating an American Musical, and Performing an American Musical. The duration of each section will depend on the size and ability level of the class but should last about three weeks each. I have found that shortening the first section and lengthening the second produces the best results. Each of these lessons is designed to be shortened or lengthened to accommodate class schedules. For example, a block schedule music class meeting every other day would complete one lesson per day where a regular music class meeting every day might take two or more days to complete a lesson.

**Overall Organization of Unit  
Stage 1: DESIRED RESULTS**

**Content Standards:**

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

**Understanding(s): *Students will understand that...***

- Students will understand the aspects of a musical and identify them in musical examples as well as what influenced musicals from decades past.
- Students will understand the creative process involved in creating a script for a musical as well as two original compositions for their musical
- Students will understand the process of creating a musical as well as the different jobs involved in production

**Essential Question(s):**

1. What makes a musical entertaining?
2. What is the purpose of an opening scene?
3. What are some recent events or things that influence your life that could be turned into a musical?
4. What historical events from the time period you are researching could have inspired a musical?
5. Why is there very little mention of African Americans in musicals leading up to 1950?
6. What have you learned about popular music or styles from the time period you are researching?
7. How can music be used to move a story along?
8. Brainstorm ideas for a song for your musical. What will it sound like? What is the mood?
9. How does technology enhance musical composition?
10. How can you represent your musical ideas not using standard notation?
11. How does the artistic design affect the success of a musical?
12. What are important things to remember when blocking a scene?
13. What did you find out about creating a musical? What were your likes and dislikes?

<p><b><i>Students will know...</i></b></p> <ul style="list-style-type: none"><li>- Students will know the history of the American musical and its influences</li><li>- Students will know the aspects of a musical and techniques for creative composition</li><li>- Students will know the different jobs and work that goes into producing a musical</li></ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"><li>- Students will be able to describe aspect of what makes up a musical and identify them in musical examples</li><li>-Students will be able to create a one act musical including a script and one song</li><li>-Students will be able to create a design concept, rehearse, and perform their musical</li></ul>
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**Overall Organization of Unit**  
**Stage 2: ASSESSMENT EVIDENCE**

**Performance Task:**

1. Students will work in groups to create a musical timeline with each group assigned a decade from 1900-1950 to research and report on.
2. Students will work in groups to create a script and two original songs for their musical as well as come up with accompaniment to enhance their songs.
3. Students will complete production on their musical including rehearsing, blocking, choreography and filming and editing their final production.

**Key Criteria:**

Evaluate the students on the following:

- Organization
- Group Participation
- Accuracy and Detail
- Presentation of information

Evaluate the students on the following:

- Completion of their musical script
- Creativity, Organization, Clarity, Completion
- Completion of Writing Lyrics activity
- Completion of Notation activity
- Completion of a design outline
- Participation in the stage direction activity
- Participation in the choreography activity
- Performance assessment rubric
- Self-assessment rubric

**Other Evidence:**

1. Completion of a web-quest and artifacts organizer
2. Teacher observation and feedback on projects

**Overall Organization of Unit  
Stage 3: LEARNING PLAN**

**Section 1: Discovering the American Musical**

<p><b>Lesson 1.1</b></p>	<p>Review class procedures and expectations and complete warm-up assignment. Ask students to name musicals they may have seen before. Gather responses and write them on the board. Ask where students saw these musicals and copy answers. Have students fill in their KWL chart either in their journals or using the template. You have completed the first section for them, have them complete the section on what they want (or need) to know about musicals in order to create their own. Ask students to describe what was entertaining to them about the musicals they have seen either in TV or at a theater. Watch the opening scene of <i>Li'l Abner</i> and <i>Showboat</i> while students watch, have them write down the setting, plot, and characters and what is happening. Ask what the purpose of the opening scene is? Ask them to add to their KWL chart.</p>
<p><b>Lesson 1.2</b></p>	<p>Review procedures and expectations for working in groups and complete warm-up assignment. Divide the class into groups and assign each group a time period 1900-1910, 1911-1920, 1921-1930, 1931-1940, 1941-1950. Explain that popular music is influenced by the culture surrounding it. Review the plot of <i>Li'l Abner</i> and <i>Showboat</i> and discuss the music used in those musicals and how it reflects the popular music from the time it was written. Ask students to brainstorm ideas for a musical that is influenced by today's culture and write their ideas in their journal. Hand out a webquest to each group. Groups must complete a timeline to present to the class on their assigned time period. Timelines must include 10 artifacts. They should research popular music, hit musicals, famous composers/ songwriters, and historical events to be represented on their timeline. At the end of class today, each group will turn in one PowerPoint slide for their time period detailing historical events and important people. Students should use the internet and available library books to complete their research. Hand out grading rubrics to each group.</p>
<p><b>Lesson 1.3</b></p>	<p>Review procedures and expectations for working in groups and complete warm-up assignment. Have students write a journal entry on historical events from their time period that might have inspired a song or musical. Groups will continue to research their time period and will turn in a PowerPoint slide detailing popular musical styles and hit songs or shows from their time period. The teacher will float around the room giving assistance when needed and offering suggestions. Students should use their webquest, other internet sites, and available library books to complete their research.</p>

<p><b>Lesson 1.4</b></p>	<p>Complete the warm-up assignment. Have students write a journal entry about what they learned about the popular music from their time period. Groups will continue their research and begin putting together their timelines either on paper or in PowerPoint. Each group will hand in a PowerPoint slide detailing musicians, composers, and songwriters from their time period including their most famous works. Students should use their webquest, other internet sites, and available library books to complete their research. Groups may use art supplies to begin putting their timeline together. Explain the points will be given for neatness, completion, and detail.</p>
<p><b>Lesson 1.5</b></p>	<p>Students will complete their timeline and give their group presentation. Explain the expectations for presentation and have a discussion about what makes a good presentation. Give students time to practice their presentation and make notes if necessary.</p>

<p><b>Required Materials and Equipment:</b></p> <ul style="list-style-type: none"> <li>• Musical Examples of “Li’l Abner” and “Showboat”</li> <li>• Computer lab and media center for research</li> <li>• Butcher paper and art supplies (scissors, tape, glue, crayons, markers)</li> <li>• Student journals</li> <li>• Copies of the KWL template</li> <li>• Webquest</li> </ul>	<p><b>Resources Used:</b></p> <ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Musical examples</li> <li>• Glogster</li> <li>• PowerPoint, Presi, and/or Animoto</li> <li>• Artifacts organizer</li> <li>• Webquest</li> </ul>
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## Section 2: Creating an American Musical

<b>Lesson 2.1</b>	Review expectations for class and complete warm-up assignment. Introduce the second section of this unit referring to their KWL charts and the “want to know” section. Show the musicals PowerPoint discussing the history of Broadway and allowing students to add pertinent information from their timeline projects. Brain storm ideas for how to begin composing a musical and list them on the board. (start with a story, start with the music or lyrics) As a class, come up with some theme ideas for musicals and refer back to their journal entries about how today’s culture could influences a musical. Divide the class into groups and give each group a musical outline sheet. They will use this to come up with a story idea for their musical. This should be turned in at the end of class.
<b>Lesson 2.2</b>	Complete the warm-up assignment. Each group will use their outline to present their musical to the class. Class will ask questions and give ideas and suggestions. Ask students to write a journal entry describing how music can move a story along and giving ideas for a song for their musical. Divide the class into groups and hand each group copies of a scene from a musical. Choose scenes that would provide students with a good model and be engaging. Use the internet for sample scripts. Give the class about 10 minutes to practice and have them present their scene to the class. Afterward, point out aspects of the script (characters names are listed before their lines, instruction is written in parentheses). Allow students time to write their script and provide support and assistance. Check frequently to make sure their scripts are clearly written.
<b>Lesson 2.3</b>	Complete the warm-up assignment. Use the lyric writing activity to get students used to setting words to music. Have students use their journal to brainstorm ideas for a song for their musical. Allow students time to finish writing their scripts and typing them up neatly. If students finish early they can begin practicing acting out their scene.
<b>Lesson 2.4</b>	Complete the warm-up assignment. Have each group present their ideas for a song to the class and get feedback. Students will write their lyrics today. Review verse/refrain from. Explain that each song should have at least one verse and two refrains. Check student progress and offer help or suggestions.
<b>Lesson 2.5</b>	Complete the warm-up assignment. Have students write a journal entry on how technology enhances musical composition. Discuss alternative ways to compose without standard notation. Show the class examples of Johnny Mercers’ non-traditional notation. Have students come up with their own system for composing using non-traditional notation by notating the lyrics they have written in their journal. Use the computer lab to continue working on their transcriptions of their song.

<p><b>Lesson 2.6</b></p>	<p>Complete the warm-up assignment. Review the previous classes' discussion of non-traditional notation. In the computer lab, use JamStudio to show students how to compose accompaniment to their song. Allow students time to experiment then show and tell with the class. See if the class can guess what their song is about based on the accompaniment they created.</p>
<p><b>Lesson 2.7</b></p>	<p>Complete the warm-up assignment. Using the computer lab, introduce students to Noteflight. Lead them through creating an account and hand each student a copy of the notation activity. Students will complete the activity transcribing a song into Noteflight and then create their own original four bar phrase. If students finish early, they can begin writing their song based on their non-traditional notation and Jam Studio chord progression. They will use the lyrics they have already come up with.</p>

<p><b>Required Materials and Equipment:</b></p> <ul style="list-style-type: none"> <li>• Computer lab with access to Jam Studio, Noteflight, Garage Band, Sibelius, or Finale</li> <li>• Copies of the musical outline, notation, and lyric writing activities</li> <li>• Art supplies</li> <li>• American Musicals PowerPoint</li> <li>• Copies of scenes from a musical</li> </ul>	<p><b>Resources Used:</b></p> <ul style="list-style-type: none"> <li>• Examples of non-traditional notation from Johnny Mercer Papers at Georgia State University.</li> <li>• Examples of unfinished recordings i.e. Cast recording of <i>Showboat</i> and <i>Blues in the Night</i></li> </ul>
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## Section 3: Musical Production

<b>Lesson 3.1</b>	Complete warm-up assignment. Explain that now that students have created their musicals, it's now show time. Using the musicals PowerPoint, explain the jobs that go into producing a musical. Starting with the artistic design, show scenes from <i>Li'l Abner Showboat</i> and <i>Porgy and Bess</i> or any other musical you would like to use. Have students describe the costume and set design and how it enhances the story and/or entertainment value. Using the art supplies, have students draw examples of how they would like their set and costumes to look. Include a list of props they should gather for their musical. It's a good idea to provide bins or boxes for each group to keep their scenery and props in. At the end of class, have students write a journal entry about how the artistic design affects the overall success of a musical.
<b>Lesson 3.2</b>	Complete the warm-up assignment. Using the stage direction transparency, go over with the class the parts of the stage. Use an open space to have groups of students move about as if on a stage taking direction. Lead the class in a discussion about stage blocking and rehearsal. Remind students of expectations when working in a group. Allow students space to begin blocking and rehearsing their musicals. Have students use their journals to write important things to remember when blocking a scene and using a stage. Hand out the final performance rubric and self-assessment rubrics to each group.
<b>Lesson 3.3</b>	Complete the warm-up assignment. Show students the opening scene from <i>West Side Story</i> and ask them to describe the action and how they knew what was happening. Discuss the importance of choreography in musicals. Show the "Cornpone" scene from <i>Li'l Abner</i> and discuss why there are often people on stage singing while others are dancing. Hand each group a copy of the choreography activity and give them time to figure out the dance. Each group will present their short dance (you can help by keeping the 8 count for them). Give them time to come up with choreography for their musical.
<b>Lesson 3.4</b>	Complete the warm-up assignment. Use this class to allow students to complete their rehearsal, make any scenery they need and polish their performance. Make sure to visit each group to assist and give help and suggestions. Also check to make sure their audio is ready and they have the instruments they need. Hand each group a copy of the grading rubric.
<b>Lesson 3.5</b>	Performance day usually lasts the entire class period and might need to be extended to two classes. Give each group time to set up and hand out evaluations to the students in the audience. Make sure you record the performances so each group can watch themselves and reflect. Discuss audience etiquette and constructive criticism with the class. After each group performs, their classmates will fill out an evaluation sheet for them. Have students complete a journal entry describing the things they liked best and least about the musicals they saw.

<b>Lesson 3.6</b>	Students will be able to view the recording of their performance and will fill out a self-evaluation. After each performance discuss as a class the success of the musical.
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<p><b>Required Materials and Equipment:</b></p> <ul style="list-style-type: none"> <li>• Computers for playback</li> <li>• Digital recorder</li> <li>• Art supplies for scenery</li> <li>• Classroom instruments</li> <li>• DVD examples of musicals</li> <li>• Stage direction (use as a transparency)</li> <li>• Copies of choreography activity</li> </ul>	<p><b>Resources Used:</b></p> <ul style="list-style-type: none"> <li>• Evaluation rubrics</li> <li>• TV or projector for viewing</li> </ul>
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### Extension Activities and Additions

**Technology:** Students love to use technology especially when it comes to presentations. I have found several programs to enhance the first unit creating a musical timeline. Students can choose to make a PowerPoint, Prezi, or Glogster presentation instead of creating one using butcher paper. Animoto is another great tool it creates short movies out of pictures and sets them to music. The students get more engaged in the activity when it involves technology. Glogster is an online poster where students can add pictures, captions, musical examples etc. Prezi is similar to PowerPoint but is a free web based program and it is very easy to upload video, music and pictures. Prezi and Glogster are web based presentation programs.

**Video Recording:** I have had my students video record their musicals and find that works better than live performance because the students can view their own performances, learn video editing, and it's a great way to discuss how American Musicals and the movie industry became closely linked.

**Choreography extension:** I have added an extension to the choreography activity. After the students learn the two basic 16 count steps they create 16 counts of original choreography to go along with it.

**Art and Design:** Students create an artistic rendering of what their scenery would look like if they were to produce their show in a real theater and provide a written description and reasoning for their artistic choices.

# The American Musical

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## Unit Resources

Bloom, Ken. *The American Songbook: The Singers, the Songwriters, and the Songs*. New York: Black Dog & Leventhal, 2005. Print.

De Paul, Gene., et al. *Li'l Abner: Original Broadway Cast Recording*. New York: Columbia Broadway Masterworks, 2002. Audio.

Gershwin, George, et al. *The Gershwins' Porgy and Bess*. [London]: EMI Classics, 2001. Video.

Kern, Jerome, Oscar Hammerstein, and Michel Bell. *Show Boat*. [S.I.]: Livent Music, 1994. Audio.

Lehman, Ernest, et al. *West Side Story*. Collectors set, Special ed.; widescreen version (2.20:1 ; 16x9). [United States]: MGM Home Entertainment, 2003. Video.

Mahin, John Lee, et al. *Show Boat*. [Burbank, Calif.]: Turner Entertainment Co., 2000. Video.

Panama, Norman., et al. *Li'l Abner*. Hollywood, Calif.: Paramount Home Entertainment, 2005. Video.

Simply Scripts website: [www.simplyscripts.com](http://www.simplyscripts.com)

### **Supplemental resources:**

*Beauty From Ashes*, Scripts and Shows, Johnny Mercer Papers, M001, Popular Music and Culture Collection. Special Collections and Archives, Georgia State University, Atlanta.

"If I Had My Druthers," Lyrics, Music, Scripts and Shows, ca. 1930-ca. 1981, Johnny Mercer Papers, M001, Popular Music and Culture Collection. Special Collections and Archives, Georgia State University, Atlanta.

Miscellaneous lyrics and music, Lyrics, Music, Scripts and Shows, ca. 1930-ca. 1981, Johnny Mercer Papers, M001, Popular Music and Culture Collection. Special Collections and Archives, Georgia State University, Atlanta.

### **Images from the Popular Music and Culture Collection:**

M004\_1299, WSB Radio Records, Popular Music and Culture Collection, Special Collections and Archives, Georgia State University Library

M002\_1\_20, Johnny and Ginger Mercer Papers, Popular Music and Culture Collection, Special Collections and Archives, Georgia State University Library

M001\_299, Johnny Mercer Papers, Popular Music and Culture Collection, Special Collections and Archives, Georgia State University Library

M001\_158, Johnny Mercer Papers, Popular Music and Culture Collection, Special Collections and Archives, Georgia State University Library

M002\_1\_27-2, Johnny and Ginger Mercer Papers, Popular Music and Culture Collection, Special Collections and Archives, Georgia State University Library

M001\_623, Johnny Mercer Papers, Popular Music and Culture Collection, Special Collections and Archives, Georgia State University Library

M002\_1\_6-6, Johnny and Ginger Mercer Papers, Popular Music and Culture Collection, Special Collections and Archives, Georgia State University Library

M002\_1\_11, Johnny and Ginger Mercer Papers, Popular Music and Culture Collection, Special Collections and Archives, Georgia State University Library



# Artifacts Organizer

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Use this worksheet to keep track of the artifacts you will use for your timeline. Add details and notes as needed.

1. Historical Events and People
2. Historical Events and People
3. Popular Music and Styles
4. Popular Music and Styles
5. Popular Music and Styles
6. Famous Musicians/Composers
7. Famous Musicians/Composers
8. Famous Musicians/ Composers
9. Hit shows or songs
10. Hit shows or songs

# Timeline Project

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Each group will be assigned a decade in American History to research. Your groups' timeline should include the following:

- Information on historical events and people
- Popular music and styles
- Hit shows and musicals
- Famous composers and songwriters
- Famous singers and actors

Your timeline should include a minimum of 10 artifacts including pictures and descriptions. All timelines should be accurate, well organized, and neatly put together.

Along with your timeline, your group will submit three PowerPoint slides detailing aspects of your time period.

- Day 1- Historical events and people
- Day 2- Popular styles and music
- Day 3- Famous composers and songwriters

# Musical Timeline Assessment Rubric

<b>Organization</b>	Timeline is well thought out. Material is clearly presented, easy to read, and aesthetically pleasing <b>5 pts</b>	Timeline is clear and artifacts are easy to read. Not as much attention is paid to aesthetics <b>4 pts</b>	Timeline is mostly well organized. Not much attention is given to aesthetics, some artifacts may be unclear or out of place <b>3 pts</b>	Timeline is not very organized, artifacts are out of place and unclear. Material is not put together neatly <b>2 pts</b>	Not attention is paid to organization. Timeline is unclear and difficult to follow <b>1 pt</b>
<b>Group Participation</b>	All group members participated in all aspects of the project and worked well together <b>5 pts</b>	Not all group members participated in every aspect of the project <b>4 pts</b>	Several group members did not participate in the project or few people completed most of the work <b>3 pts</b>	Groups members did not get along well and several did not participate in the project <b>2 pts</b>	Groups did not participate and work together to complete the project <b>1 pt</b>
<b>Accuracy and Detail</b>	All artifacts were presented accurately and with sufficient detail <b>5 pts</b>	All artifacts were presented accurately but not all with sufficient detail <b>4 pts</b>	Not all artifacts were presented accurately and several were not detailed <b>3 pts</b>	Little accuracy and detail was displayed in the artifacts <b>2 pts</b>	Group members did not complete the project <b>1 pt</b>
<b>Presentation</b>	Presentation was clearly given with detail without reading from the timeline. All group members had knowledge of the information <b>5 pts</b>	Presentation was clearly given in detail without reading from the timeline, but not all members had knowledge of the information <b>4 pts</b>	Presentation was read from the timeline and given without detail. Not all members had knowledge of the information <b>3 pts</b>	Presentation was not clearly given. Members did not have sufficient knowledge of the information <b>2 pts</b>	Group members did not present their timeline <b>1 pt</b>
<b>Total</b>					



# Web Quest

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**Instructions:** Use the following websites and books to research your section of the American Musical Timeline.

**Websites:**

<http://www.pbs.org/wnet/broadway/resources.html>

<http://www.loc.gov/jukebox/playlists/detail/id/3>

<http://kclibrary.lonestar.edu/decade10.html>

<http://www.theatrehistory.com/american/musical030.html>

<http://www.musicals101.com/stagecap.htm>

**Books:**

Check your media center or local library for books on popular musical artists, Broadway shows, or the historical periods being researched.

**Keep track of your findings in the spaces provided:**

Historical events:

Hit Shows:

Famous Composers/Songwriters/Musicians:

Popular Music and Styles:

# PowerPoint Slides

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During the first section of this unit, students will create three PowerPoint slides detailing specific aspects of their assigned time period. This will enable the teacher to track the students' progress in their research, correct errors, and provide feedback. This also adds accountability to the daily group work. The slide requirements are:

- Section 1: Lesson 2**      Groups will turn in a slide detailing major historical events and important people from their time period. They should include descriptions and pictures a minimum of 5 artifacts.
- Section 1: Lesson 3**      Groups will turn in a slide detailing popular music and styles from their time period. Include hit shows and songs. They should include descriptions and pictures a minimum of 5 artifacts.
- Section 1: Lesson 4**      Groups will turn in a slide detailing famous composers, songwriters and musicians from their time period including their best known works. They should include descriptions and pictures a minimum of 5 artifacts.

# Writing Lyrics

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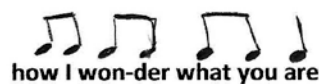
1. You can begin writing a song by starting with the lyrics or the music. Here we will practice both ways before you begin to compose your own song. It is very important that the syllables in your lyrics fit your notes exactly. For example:

“Twinkle twinkle little star” has 7 syllables and the pattern short-short, short-short, short-short long. It can be written “**twin-kle twin-kle lit-tle star**” to show where the syllable breaks are. Try separating the syllables in this phrase

“Climbing up a mountain” \_\_\_\_\_

“Basketball and soccer” \_\_\_\_\_

2. Now you can begin adding rhythm to your words to make them into music like this:



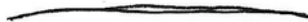
Try it yourself using these phrases with quarter and eighth notes

I like ice-cream and cake

Row row row your boat

I love piz-za and fries

3. Now try it back ward. Clap the rhythms below and then find words that fit each one. Write your words on the spaces. Remember to use one syllable for every note!



# Jam Studio

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Use these steps to get started with Jam Studio

1. Open [www.jamstudio.com](http://www.jamstudio.com)
2. Create a login with your email and password your access code is 341
3. There are several screens to help you create.
  - a. The first screen is where you input music and loop
  - b. The screen to the right is where you add chord progressions and change keys
  - c. The lower screen is where you add and change instruments and styles
4. You can also manipulate tempo and time signature on the far left of the screens

It's a really good idea to access Jam Studio prior to this section of the unit to familiarize yourself with how the program works.

## Standard Notation

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Technology has made it easy for people to create music even if they are just starting to read music! Using any notation program, transcribe the four measure melody below and add lyrics. When you finish, create your own four measure melody. Give your creation lyrics and a title.



Double check your transcription against the original. Now you are ready to create a four measure melody on your own!

# Musical Script Outline

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Working with your group members, share your ideas for your musical script. Together, decide what your musical will be about and complete the organizer below.

Title:

Setting:

Main Characters: (Give a brief description of each)

Plot:

Conflict:

Resolution:

# Musical Script Rubric Assessment

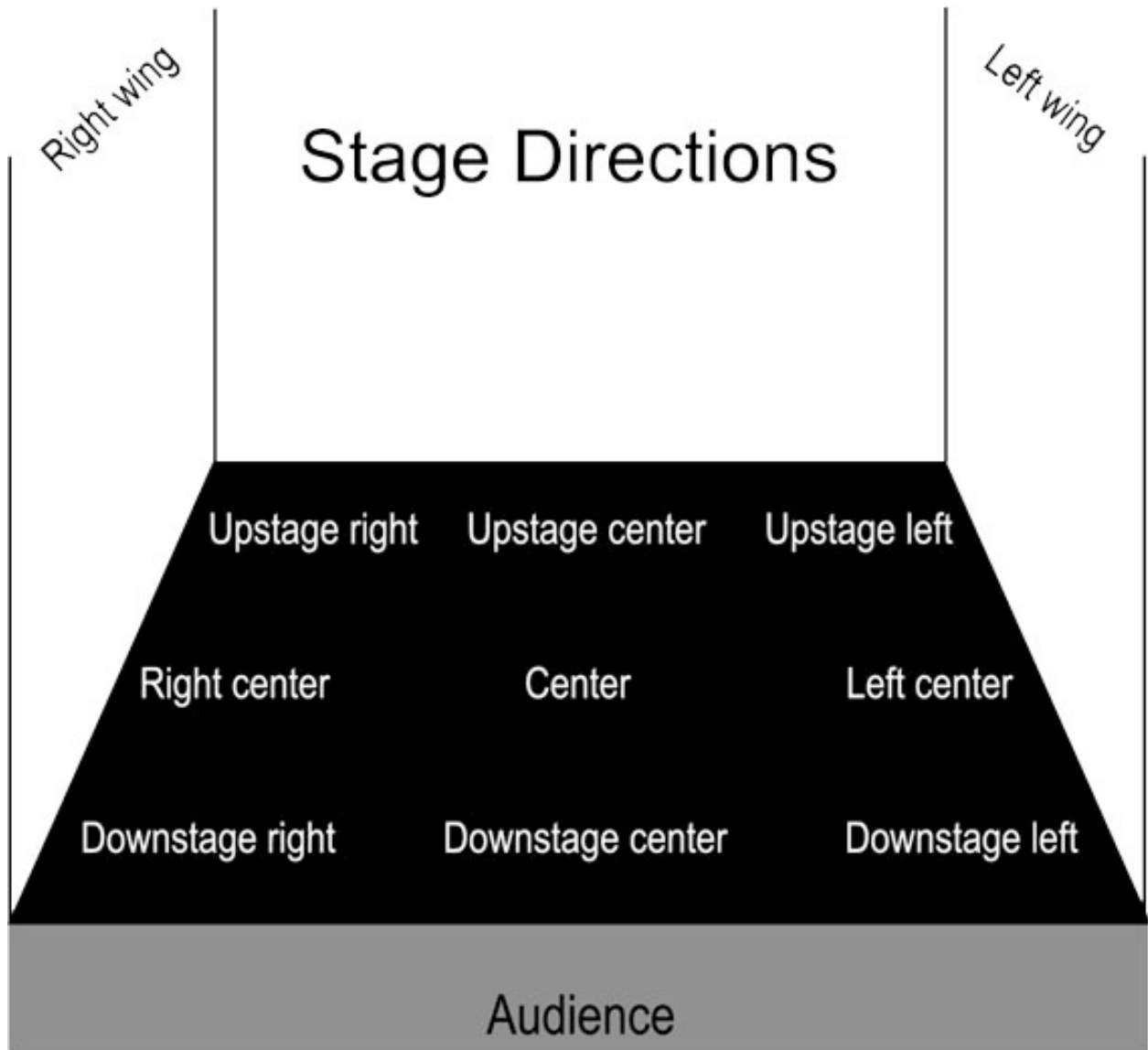
<b>Creativity/Appropriateness</b>	Story is creative, age appropriate, and entertaining <b>5 pts</b>	Story is creative and age appropriate but is lacking is some elements <b>4 pts</b>	Story lacks some creativity and is missing several elements <b>3 pts</b>	Story is not age appropriate and lacks creativity <b>2 pts</b>	Story is not an original work <b>1 pt</b>
<b>Organization</b>	Story is well organized and easy to read <b>5 pts</b>	Story is mostly organized and easy to read <b>4 pts</b>	Story is somewhat organized and difficult to read <b>3 pts</b>	Story is not very organized and difficult to read <b>2 pts</b>	Story does not follow guidelines for a script <b>1 pt</b>
<b>Clarity of Work</b>	Story and characters are clearly stated <b>5 pts</b>	Story and characters are mostly clearly stated <b>4 pts</b>	Story and characters are somewhat clearly stated <b>3 pts</b>	Story and characters are not clearly stated <b>2 pts</b>	Story lacks clarity and characters are unclear <b>1 pt</b>
<b>Completion</b>	Story is complete and fits into the time limit <b>5 pts</b>	Story is complete and mostly fit into the time limit <b>4 pts</b>	Story is mostly complete and does not fit into time limit <b>3 pts</b>	Story is somewhat complete and does not fit the time limit <b>2 pts</b>	Story is incomplete <b>1 pt</b>
<b>Total</b>					

# Journal Prompts

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1. What makes a musical entertaining? Section 1: Lesson 1
2. What is the purpose of an opening scene? Section 1: Lesson 1
3. What are some recent events or things that influence your life that could be turned into a musical? Section 1: Lesson 2
4. What historical events from the time period you are researching could have inspired a musical? Section 1: Lesson 3
5. What have you learned about popular music or styles from the time period you are researching? Section 1: Lesson 4
6. How can music be used to move a story along? Section 2: Lesson 2
7. Brainstorm ideas for a song for your musical. What will it sound like? What is the mood? Section 2: Lesson 3
8. How does technology enhance musical composition? Section 2: Lesson 6
9. How can you represent your musical ideas not using standard notation? Section 2: Lesson 6
10. How does the artistic design affect the success of a musical? Section 3: Lesson 1
11. What are important things to remember when blocking a scene? Section 3: Lesson 2
12. What did you find out about creating a musical? What were your likes and dislikes? Section 3: Lesson 6





# Choreography Activity

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It's very difficult to dance and sing at the same time. That's why many musical productions employ a dance troupe that does the dancing while others do the singing. Choose one of the examples below and figure out the dance. Remember to keep the 8 count to stay together and on beat.

**#1:**

1            2            3            4            5            6            7            8

Cross right step left; cross right step left/ cross left step right; cross left step right

1    2    3    4    5    6    7            8

Turn right turn left/ hop hop kick right kneel left

**#2:**

1    2    3    4    5    6            7            8                    1 2 3 4    5 6            7 8

Sway right sway left back step right front step right/ run backward; walk right walk right

# Rubric Construction Form

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Please refer to the published version of this form in: *Experiencing Choral Music* (McGraw-Hill)

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Construct your own rubric by determining the performance features you will assess.

Assign a maximum number of points to each performance feature.

Listen to and then evaluate a performance based on the criterion in the rubric.

Decide on an appropriate score for each performance feature.

Add the scores for the total score.

Performance Features	Maximum Points	Score

Possible Total

Actual Score

\_\_\_\_\_

\_\_\_\_\_

# Self-Observation / Self-Assessment

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Please refer to the published version of this form in: *Experiencing Choral Music* (McGraw-Hill)

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Title of Selection \_\_\_\_\_

Listen to a recording of your own performance. Then, answer the following:

This is what I did well:

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This is what I think I need to improve:

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This is my recommendation for a plan for improvement:

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Other comments/observations:

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**For more information on  
Johnny Mercer, Lesson Plans, and Activity Guides:**

The Johnny Mercer Foundation  
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[www.johnnymercer.org](http://www.johnnymercer.org)

**For additional resources on Johnny Mercer and Popular Music:**

Special Collections & Archives  
Georgia State University Library  
100 Decatur Street, SE  
Atlanta, GA 30303  
Phone: (404) 413-2880  
E-Mail: [archives@gsu.edu](mailto:archives@gsu.edu)  
<http://library.gsu.edu/1247.html>